

**REPORT ON UZBEKISTAN NATIONAL ENGLISH
CURRICULUM REFORM: FINDINGS AND RECOMMENDATIONS**

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1. EXECUTIVE SUMMARY

This document reports on a collaboration between the Cambridge Partnership for Education, part of the University of Cambridge (hereafter Cambridge), and the British Council to support the development of a new national English curriculum for public school education in Uzbekistan. It contains a series of recommendations related to or impacting on the national English curriculum reform process in Uzbekistan.

The Ministry of Public Education of Uzbekistan has introduced significant reforms in the education sector to bring about systemic changes as a way to implement the new national strategy of the Republic of Uzbekistan, largely stemming from the Education Sector Plan (ESP) (2019–2023). These large-scale reforms are aimed at modernising approaches and methodologies and at linking education standards to good international practices. The reforms in English language teaching (ELT) are also significant, and substantive work has already begun with numerous international partners, including the British Council, to improve the standard of English language teaching in Uzbekistan. These reforms are aimed at improving outcomes throughout the system and preparing students in the country for international competitiveness.

The English Speaking Nation (ESN) project, begun in 2019, has moved with pace to strengthen the English language teaching workforce through teacher development initiatives. It is also believed that initiatives are underway to strengthen the quality of textbooks and of the English language assessment infrastructure of the system. A fresh approach to curriculum design and role is therefore also needed, and this document is a critical piece of that work: the importance of aligning curriculum standards and implementation with the ESN initiatives cannot be understated.

Cambridge's part in the curriculum reform, specifically, was to collaborate with the British Council to develop a series of recommendations for national English curriculum reform for Uzbekistan and to build the capacity of a team of practicing Uzbek ELT professionals to engage confidently with the reform process.

The consultancy comprised five main stages whose outputs are listed below, and culminated in the series of recommendations contained in this document:

Consultancy outputs
1. A baseline report summarising recent education reform in relation to English in Uzbekistan.
2. A national English curriculum reform team established and confident to engage in national English curriculum reform in order to drive changes in public education in a coordinated manner.
3. A national English language curriculum delivery strategy articulating approach, key principles, processes and phases.
4. A draft English language curriculum structure outlining key elements of the new English curriculum for public school education to be presented to the Ministry of Public Education in April 2021.
5. A written report on the consultancy with findings and recommendations including short-term and long-term priorities and action.

This document, which is Output 5, first reviews the key processes and outcomes of Outputs 1 to 4. It then gives a series of recommendations which are marked for priority (Section 6). These are mainly recommendations for actions needed to support an effective curriculum reform process leading to a successful, sustained implementation of a renewed national English curriculum for Uzbekistan. The recommendations cover five broad areas:

- A: System-wide recommendations
- B: Curriculum development recommendations
- C: Teacher education recommendations
- D: Assessment recommendations
- E: Curriculum rollout and implementation recommendations
- F: National curriculum reform team recommendations

There are three appendices to this report containing supporting documents and information. It is intended that this report be read alongside Outputs 3 (delivery strategy) and 4 (curriculum overview).

2. BASELINE STUDY REPORT

The aim of the baseline study was to gain a clear and in-depth understanding of the current context and situation relating to English language teaching and learning in Uzbekistan. This involved desk research and interviews with key stakeholders, including local and international agencies as well as teachers.

A total of 22 documents were reviewed to inform the first part of the baseline report. These comprised a range of document types, including:

- official documentation, such as curriculum planning documents, governmental decrees and international documents such as the CEFR framework
- reports and other documentation from stakeholders and development partners, such as the World Bank, British Council, UNICEF
- English language textbooks
- published articles in relevant areas
- press reports.

The document analysis is presented under five broad themes which intended to cover the key areas impacting on or impacted by any curriculum reform: System-wide; Curriculum and standards; Teaching and learning; Teacher education; Assessment and evaluation

The baseline report includes analysis of interviews with stakeholders from across the English language education system in Uzbekistan. The interviews aimed to identify strengths and challenges in the system as well as to expand Cambridge's understanding of current projects and to provide input to and guidance on all outputs of this project. The interview data analysis revealed broadly consistent viewpoints with the findings that emerged from the desk review.

Finally, the baseline report brought together the key findings from both the document review and the stakeholder interviews which were deemed particularly relevant to this project. There was an emphasis on areas where challenges can be seen, and these were also categorised by theme, in line with the analyses in the previous sections. These findings can be found in full in the baseline report; to summarise:

- opportunity to increase coordination or collaboration between development partners involved in different reform projects in-country
- low instructional time for core subjects, including English, at all school levels
- existing gap between content and assessment at school leaving and university entrance requirements, which creates considerable negative washback effect
- widespread outdated approach to teaching English
- current English curriculum focuses on knowledge over skills and current instructional time is not realistic to move between the CEFR levels allocated to grades
- in-service teacher training does not address teachers' actual needs, no teaching standards in common use
- low level of assessment literacy among teachers in formative and summative assessment practices as well as the relationship between curriculum and assessment.

3. NATIONAL CURRICULUM TEAM CAPACITY BUILDING

With the aim of developing capacity for English curriculum reform and development, 25 Uzbek professionals were selected to be members of the national curriculum reform team, 24 of whom went on to attend and take part in the capacity-building exercise. A list of participants can be found in Appendix A.

The team consists of practicing English teachers, trainers from pre-service institutions and other relevant institutes. They were divided into five smaller teams, each with a dedicated team leader, to facilitate the capacity-building and to help manage the team's work moving forwards.

The future role of this team in the curriculum reform process was not clearly defined before the capacity-building workshops, although it was assumed that the team will be engaged for their support and input at different points during the process. The capacity-building activity therefore focused on the main steps in the curriculum reform process, and aimed to:

...support and build the capacity and confidence of the national English curriculum team to engage in national English curriculum reform in order to drive changes in public education in a coordinated manner. (bid doc title, 2021)

To this end, an inter-linked series of three 3-hour workshops was planned, prepared and delivered online over a roughly one-week period in March 2021 (9th, 11th and 15th March) for the members of the curriculum reform team (the participants). The timetable and session objectives can be found in Appendix B. In addition, participants were asked to independently prepare for and follow up on the workshops in their own time, before, between and after sessions. They were expected to attend all three workshops and commit to undertaking the independent tasks outside of this time.

The workshops were delivered on Zoom, which many participants were already familiar with and could use relatively easily and confidently, even with lower-quality internet connections. Before the first workshop, a test session was conducted to ensure all participants could indeed use Zoom and to troubleshoot any issues in advance so as not to use up time in the main workshops.

The three workshops broadly followed the three main steps in the process of curriculum reform, from curriculum design, to validation and then rollout and implementation. There was some theoretical input during all three sessions to deepen participants' understanding of key concepts and issues, and alongside this, participants took part in different learning, consolidation and practice activities and had discussions which aimed to identify, share and analyse local needs, constraints and considerations which may impact on the curriculum reform process. This was further enhanced through preparation and follow-up tasks which were undertaken individually and/or to contribute to a team response.

A key question to be answered at the start of the reform process is whether there is a need to revise the existing national curriculum for English, or to replace it. This issue was discussed among participants during the workshops. In addition, participants did an introductory validation exercise on some of the current curriculum objectives. This revealed that many of the current curriculum objectives are poorly written, they often required further clarity and consistency in focus and wording, are not always skills-based, age or level appropriate, and there is need for smooth and/or aligned progression. Furthermore, the information included in the current curriculum document is not always very clearly written or presented and there is extremely

limited value in the additional elements. While the standards for each CEFR level are more clearly presented elsewhere, the two documents are not connected. Although it may initially seem that working with the existing objectives is simpler, the conclusion from this task was that in fact a simpler option would be to rewrite the curriculum objectives and to develop new supporting elements.

The workshops culminated in a task in which teams prepared a proposal for English curriculum reform in Uzbekistan. This task was a tool for them to review the sessions, discuss and bring their learning together with their local experience and to suggest outcomes, processes and procedures for each stage in the reform process. The task itself can be found in Appendix B.

Following the workshops, a fourth session was scheduled for 17th March, where team leaders were asked to present their teams' proposals. The aim of this final stage was to have participants share their views with the Cambridge team to inform this report. Indeed, recommendations and suggestions made by the teams were taken into consideration in the development of the curriculum strategy document (Output 3) and curriculum framework outline (Output 4). Further valuable input from these outputs and from the workshops themselves was collected and collated by Cambridge to shape this final report and the recommendations in Section 6. The workshop trainer gave feedback to the groups during the final meeting on their proposals, and provided detailed written feedback after the final meeting on an earlier task where participants drafted, peer-evaluated and redrafted English curriculum objectives. This feedback was intended to be formative, to support the team's emerging skills at writing curriculum objectives.

Feedback from workshop participants was gathered using a short online survey conducted by the British Council following the final meeting with team leaders. The British Council shared survey responses with Cambridge which enabled us to provide a brief analysis. The responses were overwhelmingly positive, with 20 of 25 participants strongly agreeing that the workshops were of high quality overall, and the remaining 5 participants agreeing with this point. Most participants strongly agreed, with the remainder agreeing, with all other satisfaction statements, which related to engaging and interactive nature, relevance, usefulness, fit with expectations and acquisition of new knowledge.

In relation to the team's readiness to engage in curriculum reform activities, the following significant areas of confidence were identified by one or more participants. These match the main areas in which capacity was intended to be built during this engagement:

- Conducting needs and situation analysis
- Curriculum evaluation (of current curriculum) and subsequent development
- Developing curriculum objectives
- Developing related elements
- Validating curriculum objectives
- Implementation and rollout of curriculum
- Training teachers (no details provided, presumably curriculum induction)
- Monitoring and evaluating curriculum

'Though the training was short, but I should admit that it was productive and full of discoveries in the field of curriculum reforms. I'm ready to take part in such training courses and contribute my own portion to a new curriculum implementation. It would be great if we are involved in such projects more and more. Thank you again.' Workshop participant

Participants' requests for more support and guidance also centred around, in many cases, developing curriculum objectives, aligning to the CEFR, curriculum design more generally and the rollout and implementation. They requested further support from local and international specialists through collaboration and further training, including the British Council and the MoPE.

Final comments by participants mentioned that the online nature of the workshops was both beneficial and limiting:

'The format of this project was very convenient for me. It was online, which meant that I did not have to leave my work and go anywhere.' Workshop participant

'Sessions were productive and well organized. Training could even be better if they were offline.' Workshop participant

Some participants requested more team and individual tasks as 'homework'. There was a strong desire for more training for the team and for similar workshops to be conducted with more teachers in Uzbekistan.

'More EFL teachers can be attend for improving this project.' Workshop participant

'Online teacher training should be constantly conducted helping teachers to work on their professional development.' Workshop participant

4. DEVELOPMENT OF CURRICULUM DELIVERY STRATEGY

This output presents a recommended English curriculum framework delivery strategy for Uzbekistan. Full description of the strategy can be found in Appendix C. It is intended for an audience of key project stakeholders including the newly appointed national curriculum reform team, who participated in the capacity-building exercise.

This part of the consultancy was informed by a number of sources:

Output 1	Literature review of best practice in curriculum reform
	Review of documents related to the Uzbekistan context
Output 2	Extensive discussion and joint planning with the newly appointed national curriculum reform team during the workshops
	The teams' proposals for curriculum reform, which was part of the Workshop 3 tasks

The output outlines a recommendation of key principles relating to approach and design, processes and phases in English curriculum reform and also recommends the inclusion of various key elements in the curriculum, which will serve to support its accurate interpretation, and, therefore, successful uptake by teachers and implementation in the classroom.

Recommendations for **approach** are in line with current thinking on language teaching and learning, namely that it:

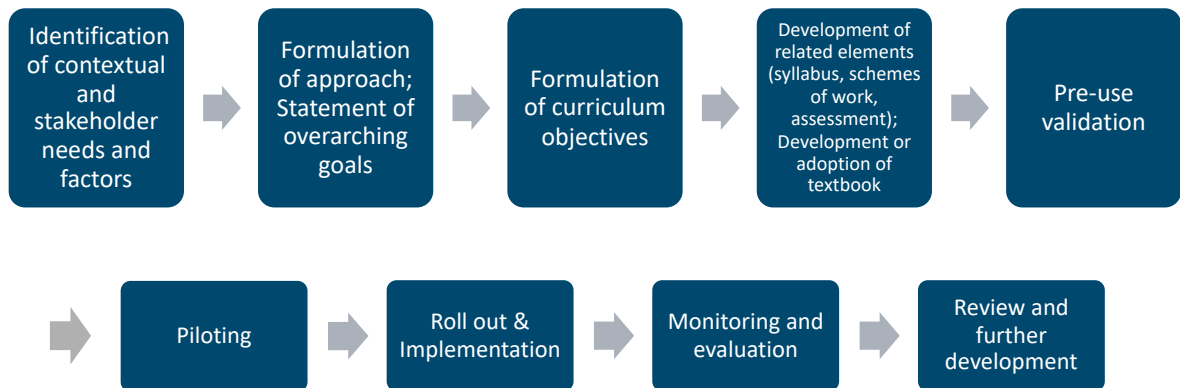
- broadly follows Communicative Language Teaching principles, is learner-centred and focuses on active learning
- is competency-based, encourages participatory learning and focuses on what the learner is able to do with language in real-world interaction
- is organised around the language skills and incorporates real-world transferable skills (21st century skills, literacy skills, cross-curricular etc.).
- aligns to the CEFR in its principles, its detail and its progression
- follows a spiral curriculum model of incremental learning in a cyclical model
- is based on needs and factors local to the Uzbekistan context as a whole.

At the level of **design**, the curriculum documentation should comprise, or be delivered together with, a number of elements. These are listed, explained and justified as part of the delivery strategy (Output 3).

The delivery strategy document goes on to outline processes and phases in curriculum reform in nine stages, as shown below:

Curriculum reform process

Design, validation, implementation, review and re-development



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TRANSFORMING
SOCIETIES THROUGH
EDUCATION

The delivery strategy document gives details of each of the above phases, and presents a timeline which spans a three-year period. This can be found in Appendix C. It is noted that curriculum monitoring and evaluation as well as development will take place along with and subsequent to national rollout. A staggered model of rollout is proposed in order not to overload systems and to permit developments based on evaluation.

5. DEVELOPMENT OF CURRICULUM FRAMEWORK OVERVIEW

A curriculum overview outlines the recommended structure of the documentation for the national curriculum for English in Uzbekistan and guidelines for content areas to be included as well as supporting documentation to be appended or supplied together with it. The framework outline is intended for an audience of key project stakeholders including the newly appointed national curriculum reform team who participated in the capacity-building exercise. The detailed curriculum overview can be found in Appendix D.

Output 4 recommends that three versions of the curriculum documentation be developed:

- **Primary English curriculum (for Grades 1–4)**
- **Secondary English curriculum (for Grades 5–9)**
- **Upper Secondary English curriculum (for Grades 10–11)**

These curriculum documents should each comprise seven sections and be accompanied by relevant appendices or supporting documents. These sections are as follows:

Section 1	Introduction*
Section 2	Approach to curriculum, explaining its rationale and principles*
Section 3	Curriculum goals*
Section 4	CEFR alignment* showing, in a table, the CEFR targets for each grade and providing a rationale for CEFR alignment.
Section 5	Curriculum objectives (COs) in a series of grids. Output 4 gives detailed explanatory notes and advice for the formulation of these objectives and the appendices contain an example.
Section 6	Assessment strategy for different forms of assessment, including formative and summative.
Section 7	Glossary of terms and explanation of curriculum objectives.

Those marked with an asterisk* should be common to the three versions stated above, while the remaining sections will be level specific.

In addition, the following elements will support the implementation of the curriculum framework and need to be available to all teachers. These represent the connection between curriculum and practice and as such are considered essential to the success of the curriculum reform. These elements are described in Output 4 and further detail and rationale are provided in the delivery strategy (Output 3):

- **Syllabus** for each grade level, which describes content in terms of topics, grammar, functions, vocabulary, and so on.
- **List of learning materials and resources** for each grade level including textbook, recommended supplementary resources and materials, recommended equipment, etc.
- **Textbook** copies, along with copies of components such as Teacher’s Books, CDs and so on should be distributed to schools in plenty of time ahead of rollout.
- **Scheme of work** for each grade level, outlining lesson-by-lesson or week-by-week guidance on delivering and assessing classroom teaching.
- **Assessment strategy** to help steer the content of assessment support in the curriculum documentation (scheme of work) and a plan to review and reform the existing assessment model between school grades and in key grades leading to upper secondary and higher education studies.

6. RECOMMENDATIONS

The final section of this report presents a number of recommendations which have been formulated to address the findings from the four above-described outputs. These findings come from desk research and interviews (Output 1), as well as interaction with and insights from the curriculum reform team of Uzbek ELT practitioners (Output 2), which further informed the content of both the delivery strategy and curriculum framework outline presented in Outputs 3 and 4 respectively.

For clarity, the recommendations are categorised in a similar way as the findings in Output 1, with an additional focus on curriculum and curriculum reform processes. Note that red and (P) marker denotes a priority recommendation, while green and (ST) show recommendations suited to shorter-term action.

A: System-wide recommendations

1. **Ensure monitoring of and collaboration between development partners is done consistently and regularly. (P)**

As mentioned, educational reform is well under way in Uzbekistan, and there are a considerable number of projects running concurrently led by different development partners. However, the opportunity to increase the provision of effective and systematic monitoring is noted. It is therefore recommended that the MoPE or a similar central body have an overview of the projects and actively encourage the different partners to collaborate and share. This will help ensure cohesion and consistency across the system.

2. **Increase instructional time for core subjects, including English, at primary and secondary. (P)**

It is clear that the issue of low instructional time for core subjects, including English language, is recognised by the MoPE. If the targeted progress through the CEFR levels is to be realistic for learners in public schools, then instructional time for English must be increased from Grade 1 to Grade 11. Currently, the progression seems achievable only for children who attend specialised and Presidential schools, which use English as a medium of instruction. This results in disparity between these cohorts which affects their ability to go on to study at higher education institutes. The increase in instructional time should result in times equivalent to that required to progress between the CEFR levels planned for public schools (see, for example, Cambridge (2018) report: *How long does it take to learn a foreign language?*, reviewed for the baseline report).

3. **Collaborate closely with higher education institutes to reduce the gap between school learning outcomes and required university entrance standards. (P)**

Closer collaboration between education ministries as well as close analysis and monitoring of higher education institutes' entrance exams and procedures is strongly recommended to close the existing gap between school and higher education. Please also see related recommendations in the assessment section below.

4. Monitor and account for evolving needs arising as a result of the covid crisis as part of situation analysis and to inform ongoing English curriculum development.

As was noted by members of the curriculum reform team, the current pandemic will be likely to have a deep impact on education. It is recommended that an investigation into this impact form part of a situation analysis, as the local situation is changing rapidly in this respect, with both positive and problematic developments

5. Reduce the need for private tuition and exam coaching through reducing the gap between secondary and higher education levels and improving the quality of teaching and learning in schools.

Reliance on private tuition for success creates great disparity and inequality in society. Reducing the gap in curriculum between school and university entrance, in terms of the knowledge and skills required, and in the way they are assessment, will reduce the need for private tuition.

6. Ensure future English curriculum, teacher development and assessment support inclusive learning.

While education reform is moving forward in Uzbekistan, it is important that all learners are included and supported regardless of whether their accessibility challenges are permanent or temporary, or due to ability or learning preferences. More information on inclusive education can be found in this brief: www.cambridgeinternational.org/Images/599369-education-brief-inclusive-education.pdf

7. Build capacity in state system provision.

This has many benefits, including a reduction in the reliance in the private sector and in reducing inequities between urban and rural provision, and between economically disparate demographics. Over-reliance on private sector provision risks over-emphasis on a largely unregulated sector.

B: Curriculum development recommendations

Note that specific and detailed information for design and development are provided in Outputs 3 and 4. These should be considered alongside these key recommendations:

8. Conduct a thorough evaluation of the current curriculum and its elements in order to establish whether to adapt or renew it as an initial stage in the reform process. (ST)

As part of the baseline stage, conduct a full evaluation exercise of the curriculum objectives (standards) of the current curriculum, as well as an analysis of all its related elements to inform the decision to adapt or reject. Focus the evaluation on:

- clarity and logic of progression through CEFR levels across grades and levels
- clarity of linkage and development of curriculum objectives across grades
- focus of curriculum objectives (on communication in the four language skills)
- provision for the integration of 21st century, digital, literacy and other real-world skills development
- the treatment of lexis, grammar and phonology
- the clarity of language, as well as consistency and coherence of the presentation of the information in different grades

- provision of support documents to help teachers understand and implement the curriculum in their classroom, such as a syllabus, a scheme of work.

9. Conduct the reform and develop the curriculum and all its elements in a principled way, utilising the delivery strategy (Output 3) and curriculum framework overview (Output 4). (P)

Consider the approach, design, phases and procedures suggested in Outputs 3 and 4 when planning and implementing the reform process.

10. Develop a new or revised set of curriculum objectives. (ST)

Undertake this as informed by the findings from the above validation and other evaluation activities and in conjunction with the new textbook, if it has been selected.

11. Review progression through CEFR levels from Grade 1 to 11. (ST)

Ensure realistic, smooth and achievable progression through the CEFR levels by reflecting on age-appropriate pace of progression, progression within and between each CEFR level and stage of schooling. Reconsider exit level if necessary.

12. Develop separate curricula for specialised and Presidential schools. (ST)

Develop and publish a different, separate set of curricula for English Medium Instruction schools, whose progression and focus is different from other public schools.

13. Map new curriculum objectives to course material. (ST)

At the time of writing (March 2021), it is understood that a new textbook will be announced imminently. Identify where the selected textbook may not sufficiently address all curriculum objectives and track objective coverage across the school year by mapping the objectives to the textbook activities. This should be followed by addressing any identified gaps and providing guidance on additional learning activities and/or materials.

If more than one textbook series is available, we recommend selecting for the scheme of work the title that best meets textbook evaluation criteria (see Appendix B). Applying vetted and standardised materials to teaching and learning is a reform project is more likely to result in change and shift in teacher development and adoption on new teaching methods.

14. Provide a separate document which has all of the curriculum objectives from Grade 1 to 11 to show complete progression. (ST)

This document should be compiled once the new curriculum objectives have been validated and should be made easily accessible to all stakeholders, especially English teachers at all levels (e.g. added as an appendix in all curriculum framework versions).

15. Develop detailed schemes of work for each grade to support implementation. (P)

Outline exactly what and how to teach in each lesson or week in a scheme of work document for each grade to support the success of curriculum implementation by aligning curriculum objectives, teaching and learning material, classroom practice and, therefore, assessment. Base this in part on the mapping exercise recommended above.

16. Define all key terms and use them consistently throughout the reform process.

Clearly define terms such as *curriculum*, *syllabus*, *curriculum objective*, *scheme of work* at the outset to ensure a shared understanding at all stages and among all stakeholders. From here, encourage all stakeholders to use them consistently so that they filter into common usage in practice. This allows for greater clarity and understanding by all stakeholders.

17. Ensure accessibility of all curriculum documentation by using language adapted to its target audience. (ST)

Ensure that language is clear, simple and written in a non-academic, non-specialist style. Avoid high-level metalanguage, and explain all terminology in-text as well as providing a glossary of key terms. Provide definitions or explanation of terms used in the curriculum objectives separately. Provide all documentation in professionally produced versions in Uzbek, English and Russian languages.

18. Conduct periodic reviews to measure language level and skills of students entering Grade 1 to inform development of the English curriculum over the years.

Regularly review the lower primary curriculum framework based on data on students' language level and skills. Account for the emerging impact of improvements at pre-school level on students' entry level to Grade 1, which is likely to be felt more and more in years to come as a result of current reforms.

C: Teacher development recommendations

19. Provide well organised, robust curriculum induction training for all teachers to ensure teachers understand the reform, new curriculum, teaching approach and expectations on them. (P)

Develop and provide high-quality induction training, for example using a cascade model, whereby Master Trainers from the regions, trained initially at national level, deliver induction training to trainers at a regional level who are in turn responsible for delivery to practicing teachers. Make sure that any existing trainers are suitable and are also fully inducted to become part of the cascade.

20. Ensure ongoing support for teachers following curriculum rollout to help ensure that they implement it successfully.

Help teachers begin and continue to implement the new curriculum in their own classroom contexts by providing ongoing support in the form of mentoring, inset, teacher support groups, resource sharing and so on. Survey teachers regularly to find out how they feel about implementation and where their needs are.

21. Support learning-oriented teaching practices to help improve instruction and attainment. (P)

In order to reduce practices of teaching to the test and to the text, support teacher awareness and understanding of principled, modern, best practice through in-service training. In addition, develop supporting documentation for the curriculum framework, such as detailed schemes of work, to further support this.

22. Develop and deliver a nationwide scheme for bottom-up, quality continuing professional development (CPD) for English teachers. (ST)

Continue and expand the work of the English Speaking Nations project by reviewing the system for Friday PD days in order to make it more effective in helping teachers in all regions be motivated to engage in bottom-up, needs-based CPD. Schemes involving mentoring and coaching online and face-to-face teacher communities (e.g. PLNs – Professional Learning Networks) should be set up / expanded and given support (e.g. funding, time, acknowledgement).

23. Enhance the quality of training through in-service trainer development and introduction of a training skills framework. (P)

Review the quality of trainers' skills and provide trainer (re)training and CPD opportunities. Introduce a training skills framework to support trainers in their CPD, for example the 'Cambridge English Trainer Framework'.

24. Develop a localised framework of teaching skills to monitor teaching quality and support CPD. (ST)

Develop a set of teacher standards (a framework of teaching skills) to support pre- and in-service training provision as well as for teachers as they undertake their own CPD. Consider local factors and review existing frameworks such as the 'Cambridge English Teaching Framework' or the 'British Council Teaching Standards' to develop a framework for Uzbekistan.

25. Engage pre-service teacher training higher education institutes in the curriculum reform process. (P)

Collaborate with pre-service higher education institutes throughout the curriculum reform process to ensure student teachers are introduced to the English curriculum, understand its underpinnings and approach, and have the skills to implement the curriculum framework and all other elements of the curriculum, such as the textbook and assessment.

D: Assessment recommendations

26. Review alignment between system-wide assessment at the end of Grade 11 and tertiary level entrance. (P)

Work with the tertiary level institutions to align school leaving assessments and university entrance assessments. Consider collapsing the two into one set of assessments (see, for example, 'A Levels' in the UK) which will have higher validity as it assesses what is learned in school, i.e. the learning outcomes for different subjects. Collaborate closely with the State Testing Centre to support this.

27. Review and ensure full alignment of all assessment, curriculum objectives and other curriculum elements. (P)

Align all assessment for English to the curriculum so that learners are assessed on attainment of curriculum objectives. Collaborate closely with the State Testing Centre to support this.

28. Improve the level of teachers' assessment literacy through inset. (P)

Raise awareness and consolidate understanding of key principles and practices of summative as well as formative assessment, both planned and unplanned formative assessment, through nationwide inset and as a part of English curriculum rollout training.

29. Raise awareness among teachers of the connection between curriculum, assessment and pedagogy. (ST)

Include detail about the connection explicitly in curriculum documentation and implicitly in the design of the curriculum elements (e.g. referencing coded curriculum objectives across the different elements of the curriculum) in the curriculum documentation. Further develop teachers' understanding of the connection between teaching, learning, assessment and curriculum as part of the curriculum rollout.

E: Curriculum rollout and implementation recommendations

30. Review and adapt suggested development schedule in relation to timeframe, resource and priorities. (P)

The strategy document (Output 3) provides a high level, suggested timeframe that does not follow a proper calendar year. This is to allow time to gather information about work schedule, resource allocations and decide on a realistic and feasible roll-out model.

31. Plan to follow a staggered rollout model. (P)

Consider the staggered model presented in Output 3, which allows physical and human resources to be fully prepared across the nation, such as careful and well-planned teacher training, the growth of teacher support networks and, importantly, time for high stakes assessment to be properly prepared following the process of specifications development, pre-testing, trialling and running live sessions.

32. Attract, engage and motivate teachers to get involved in the reform process using a non-monetary reward system.

Provide a reward in the form of formal recognition for involvement in one or more stages of the reform process, for example by taking part in different research activities (e.g. surveys, piloting, validation) or getting involved in school- or district-level CPD activities.

33. Utilise existing web-based platforms to organise, store and disseminate curriculum documentation, in addition to publishing and delivering a paper version. (P)

In order to ensure full dissemination to all stakeholders, in particular teachers isolated in rural areas, provide sufficient paper copies of all documentation to schools. In addition, the British Council recommends using an existing web-based platform¹ which can be further utilised to hold all national English curriculum documentation for all grades and levels so that teachers can easily access their own and other years' documents. Develop your chosen platform so that it becomes a valuable resource for all English teachers by including supplementary resources, activity ideas, discussion groups and so on.

34. Develop and put in place a system of monitoring and evaluation to run from piloting, to roll out and then to run on an ongoing basis. (P)

Establish clear and long-term procedures for monitoring and evaluating the curriculum elements post-implementation to feed into future reviews and developments in order to sustain any rate of improvement in English language teaching in Uzbekistan.

35. Plan for and provide support to teachers and students who will transition from the old to the new curriculum. (P)

It is inevitable that a significant number of students will be affected by the change of curriculum and learning materials as well as expected learning as set out by the new curriculum objectives. The shift to a more learner-centered, communicative approach and focus on developing skills rather than knowledge are major changes in teaching practice that should not be underestimated. In addition, new assessment may pose additional transition anxiety to students and teachers, as well as the wider community. A careful programme of support should be put in place and followed to ensure the transition is as smooth as possible.

36. Gain public support to strengthen the impact of implementation using the media.

Utilise established communication channels to the media to gather public support for the curriculum reform in order to avoid any negative coverage on social media and to strengthen

¹ See the British Council's platform: teachercommunity.english.britishcouncil.org/Login/Login.aspx

the impact of the new curriculum and further raise the profile of English and English language teaching in schools in local society.

F: National curriculum reform team recommendations

37. Define roles and responsibilities of and within the national curriculum team at the outset. (ST)

Involve and utilise the national curriculum team at all stages of the reform process. Appoint a project manager from within the team (or have the team vote for this) to oversee the planning, timing and running of the reform process. Take different team members' strengths and areas of interest into account when assigning roles and responsibilities to individuals and/or groups within the team.

38. Provide ongoing support to the curriculum team. (ST)

As requested by a number of team members, support their evolving skills and knowledge through further training in the form of workshops, further reading on theoretical underpinnings, expert advice and consultation opportunities. Give the team access to Outputs 3 and 4 (delivery strategy and framework outline) of this consultancy for reference. Also as requested, provide a physical space for the team to work in to encourage collaboration, collegiality and to strengthen the team (post covid). Finally, as they are practicing ELT professionals, the team members will need time for their work on this project.

APPENDICES

APPENDIX A: NATIONAL CURRICULUM REFORM TEAM MEMBERS

We would like to extend our thanks to the national curriculum team for their dedication and hard work during a very intensive week of workshops.

Group 1

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Malika Narzullayeva
Dildora Otaqulova
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Nursuluv Ayteshova

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Group 2

Bahtiyar Perdeshev (Group leader)
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Group 5

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Eugene Suvorov
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Group 3

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Khushnamo Burhonkhujaeva
Dilorom Hushvaktova
Jaloliddin Amanov
Madina Jurayeva

Group 4

Sayyora Tadjiyeva (Group leader)
Feruza Jurayeva
Elena Mustaeva

APPENDIX B: WORKSHOP DETAILS

1. Timetable

Session 1: Curriculum Development Workshop

Tuesday 9th March

Session aims:

- To familiarise participants with key concepts and issues in English curriculum design
- To analyse current curriculum for English in Uzbekistan
- To identify and discuss local curriculum needs

Session 2: Curriculum Validation Workshop

Thursday 11th March

Session aims:

- To familiarise participants with key concepts and issues relating to curriculum validation
- To introduce and practise using criterion-based evaluation in curriculum validation
- To introduce and practise using quantitative validation techniques such as matching, ranking, etc.
- To conduct a trial validation of peers' learning standards/objectives and provide feedback
- To begin to develop a curriculum validation plan

Session 3: Dissemination and Roll-out Workshop

Monday 15th March

Session aims:

- To identify and discuss processes in implementation and roll-out
- To raise awareness of the needs and roles of stakeholders
- To conduct a SWOT analysis of Uzbekistan context in terms of curriculum design, roll-out and collection of data for monitoring and evaluation
- To identify key contextual factors by sharing, comparing and discussing SWOT analyses, teacher expectations and constraints
- To reflect on learning and readiness
- To begin to develop a team proposal for curriculum development, validation and implementation

2. Final task

8. Drawing up a proposal for curriculum reform

End of workshop group task

In your teams, draft a proposal for curriculum reform.

You will need to consider the key stages in the reform process:

1. *Needs analysis*
2. *Development of the curriculum framework*
3. *Validation, of standards*
4. *Roll out & implementation*
5. *Monitoring and evaluation (briefly)*

Key questions to consider:

1. *What are the steps in the process at each stage?*
2. *Who will/should be responsible for these?*
3. *What key considerations are needed?*
4. *Who else is involved?*
5. *What are the underlying principles (of your curriculum)?*
6. *How will it all be presented? Why?*
7. *What is the (rough) timing for each step?*

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TRANSFORMING
SOCIETIES THROUGH
EDUCATION

APPENDIX C: UZBEKISTAN NATIONAL CURRICULUM FOR ENGLISH REFORM: DELIVERY STRATEGY

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1. INTRODUCTION

This document outlines the Uzbekistan curriculum framework delivery strategy, along with suggestions for the inclusion and purpose of additional elements. It is intended for an audience of key project stakeholders including the newly appointed national curriculum reform team who participated in the capacity-building workshops.

The suggested strategy builds on the baseline report undertaken in February 2021 (Output 1) and the curriculum reform team capacity development workshops in March 2021 (Output 2). It is, therefore, informed by a number of sources:

- Literature review of best practice in curriculum reform (Output 1)
- Review of documents related to the Uzbekistan context (Output 1)
- Extensive discussion and joint planning with the newly appointed national curriculum reform team during the capacity development workshops (Output 2)
- The team's proposals for curriculum reform, which was one of the outcomes of Workshop 3 (Output 2).

This strategy document outlines key principles relating to approach and design, processes and phases in reform of the English curriculum in Uzbekistan. It also recommends the inclusion of various key elements in the curriculum which will serve to support accurate interpretation of the curriculum, and, therefore, its successful application and implementation in the classroom.

The term *curriculum* is understood as 'the totality of content to be taught and aims to be realized within one school or educational system' (White, 1988, p.4). It is strongly recommended that the following elements are considered for inclusion in or alongside the documentation for the Uzbekistan national curriculum for English. Each will be discussed in more detail in this document:

Curriculum framework – The organised plan or set of standards / learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

Curriculum objectives (COs) – Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Elsewhere these may be referred to as 'standards'. They describe educational objectives or outcomes, i.e., what students should have learned by the end of an academic year at each grade.

Syllabus – A specification and ordering of content of a course, e.g. grammar, functions or vocabulary.

Learning materials – Anything used to help a student learn language. It may be a prescribed textbook, real-world, visual, audio, digital, etc.

Scheme of work – An overview or a long-term plan for what you aim to teach across a term or an academic year which connects the classroom and the curriculum framework.

Assessment – Measurement of progress and/or achievement of learning against objectives or standards in the curriculum framework.

2. APPROACH

The following underlying approach and guiding principles are suggested for an effective English curriculum for Uzbekistan:

i. Communication

The underlying approach to language teaching and learning will be **communicative**, that is one which broadly follows a Communicative Language Teaching (CLT) methodology. This approach can be defined as one that:

- makes communicative competence the goal of language teaching: communicative proficiency is the ability to communicate and operate effectively in English
- acknowledges the interdependence of language and communication by promoting procedures for the teaching of the four language skills: Listening, Speaking, Reading, Writing (Richards & Rodgers, 2014, p.85, p.89)
- suggests language is not simply a set of grammatical units, but that structure reflects its functional and communicative uses. (Cambridge, 2013)

This also suggests that a focus on competency is preferred over a focus on language as an object for study, i.e. students need to learn to *use* language (i.e. a skillset) rather than learning *about* language (i.e. knowledge). Competency-based curricula were required as part of the Education Sector Plan (ESP) (2019–2023) in an attempt to move towards more current educational models, including for English, and the Common European Framework of Reference (CEFR) further promotes this view at the heart of its philosophy (Council of Europe, 2001; 2018). As such, a curriculum should be **skills-based**.

In addition to the language competency skills, the curriculum should support the development of **real-world transferable skills** such as so-called 21st century skills – the ‘four Cs’: Communication, Collaboration, Critical Thinking and Creativity (Bialik & Fadel, 2015); digital literacy skills; intercultural skills, cross-curricular skills. This falls in line with governmental decree, as outlined in the ESP (2019–2023). The Cambridge Life Competencies Framework outlines six key areas of competency that are important for development: Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration, Social Responsibilities. The Framework gives a complete view of transferable skills, shows how these skills develop across different stages of the learning journey and helps structure how to introduce these skills to the learners. See www.cambridge.org/clcf for more details.

ii. Alignment to the CEFR

The CEFR was adopted as a framework for the 2013 National Curriculum for English in Uzbekistan (see original CEFR publication (2001) and the revised edition (2018), which reviewed, updated and extended the framework and descriptors to include a level below A1, known as Pre-A1, among other modifications). It is strongly recommended that the CEFR remain as a key inspiration to the approach behind the English curriculum and that the curriculum framework be **aligned to the CEFR** levels. See however, note below on alignment of curriculum objectives.

In addition to the above-mentioned focus on language competency, sociocultural and social constructivist learning can also be favoured through the adoption of the CEFR:

- The CEFR promotes a **learner-centred** approach as it focuses on language use by the learner in different contexts.
- It focuses on what the learner **is able to do with language**, rather than not able to do by using 'Can Do' statements. As such it is **positive** and promotes **participatory, active** learning.
- It promotes **real-world language use in interaction** with other language users in different situations.

iii. Curriculum type

Bruner's (1960) **spiral curriculum** model should be favoured; this suggests that skills, topics and themes should be revisited each year in a **cyclical** manner at an ever-increasing level of complexity and/or depth. This may apply to language skills, which should be developed gradually each year, as well as to the topics and themes around which learning is centred. In this way, connections can also be made between current, earlier and future learning, and learners build on their skills based on prior knowledge (skill). This also suggests an **incremental curriculum** model, which supports step-by-step skills development.

iv. Context

Any curriculum should be **context specific**. As such it should be designed **based on local needs and factors**. In order to take these into account, wide consultation by the curriculum reform team with all relevant stakeholders is necessary. See below for more details on this.

3. DESIGN

At the level of design, the curriculum documentation should comprise of, or be delivered together with, the following elements:

1. Rationale*
2. Statement of goals*
3. CEFR alignment*
4. Curriculum framework (stating curriculum objectives for each grade)**
5. Syllabus***
6. Learning materials***
7. Scheme of work***
8. Assessment strategy***
9. Glossary*

There should be one version of this document for each level – Primary (Grades 1–4), GSE (Grades 5–9) and Upper Secondary (Grades 10–11).

* Elements are common among all these versions of the document.

** The curriculum framework for all grades should either be included in each version or be made available as a separate document which teachers and other stakeholders can access easily.

*** These elements are specific to each grade. Each version of the document needs to include these for each grade it covers. By including all grades in the level, teachers can see progression through that level.

Note that this design does not allow teachers to see at a glance what has come before and what will be next in the curriculum at entry and exit points. For this purpose, a **separate document** should be compiled which has all of the curriculum objectives from Grades 1–11 to show complete progression. It can be added as an appendix to each version for example.

i. Rationale

In order to support implementation, it is important that stakeholders understand the thinking behind the curriculum, so that they accept the changes in a positive way. For this, a concise, clear rationale is needed at the beginning of the documentation.

The rationale needs to briefly outline the underlying approach and to explain in clear and simple terms how this approach supports learners in developing language proficiency. It needs to be included as part of the curriculum documentation distributed to teachers and other stakeholders and be written in language which is clear and pitched towards a non-expert reader. As such, terminology should be kept to a minimum and be clearly defined when used; concepts should be outlined simply and at a high level.

ii. Statement of goals

In addition to the rationale, the curricular goals should be clearly and succinctly articulated and included in the documentation. These goals are overarching statements of what the curriculum intends to achieve. They might include, for example:

- To support the development of learners' English language proficiency across primary and secondary education.
- To support the development of communicative competence in the four language skills.
- To support the application of communicative methodologies in classroom teaching.
- To support the integration of language and real-world transferable skills.
- To support coherence between curricular objectives, teaching and learning materials and assessment in classroom practice.

iii. CEFR alignment

The curriculum framework should be aligned to the CEFR, as mentioned above. There are two aspects to this, the first of which is aligning each grade to a CEFR level so that learners progress from their level on entering Grade 1 to the desired exit level at the end of Grade 11. This progress should be smooth, steady and realistic in relation to learners' developmental capabilities, especially as the CEFR was not written with young learners in mind. As a result, certain age-specific considerations are important – very young children may acquire language fairly easily, although the pace of that acquisition is relatively slow for developmental reasons, including limited literacy skills, and there may be variation between children's rate of language acquisition and stage of development in other areas. Further along, the differences between CEFR A2 and B1 level are substantial when we consider young learners, as many B1 level skills require more cognitive maturity than those at A2 or may not be relevant or appropriate for children (Hasselgreen & Caudwell, 2016).

The current (2013) curriculum for English specifies A1 level at the end of Grade 1 (it does not identify an entry level) and ends with Grade 11 exit levels at B1, B1+ or B2. The variance in school exit level is a result of putting together regular schools, specialised schools and Presidential schools in the same curriculum framework. The latter two school types have an increased number of instructional hours for English and additional consistent exposure to language through English Medium Instruction. Given that progression to the next CEFR level will be faster in these schools, discrepancies will become ever larger as students move through schooling. While it may be relevant to identify this through a different pace in progression up the CEFR levels, curricular objectives, syllabus and learning materials should also differ between these different school types. As such, separate curriculum documentation is needed for each school type. This will also allow a clear statement of CEFR progression to be made in the curriculum documentation.

Currently, the number of instructional hours in regular schools is below that generally required to attain the currently stated CEFR levels at each grade. A number of issues are also evident which should be addressed and resolved during the English curriculum reform process:

- **Entry:** There is no accommodation for 'working towards' an A1 level (i.e. Pre-A1 in the CEFR, see the Companion Volume, 2018) in lower primary in the 2013 English curriculum framework. As found during the baseline study (Output 1), currently, only 50% of children attend preschool, so there is potentially a wide diversity among children's competencies (language and otherwise) at entry point. As such, targeting attainment of A1 level by all learners in Grade 1 after 66 hours of study is unrealistic.
- **Breakdown of levels:** It can be useful to break down CEFR levels into lower (-), middle, high (+) in order to more clearly visualise progression.

- **Realistic progression:** In the first few years of implementation (e.g. 5 years) the system as a whole, and learners in particular, will be transitioning to a more rigorous English curriculum. A consolidation year, perhaps during A2 level, can support learners who find English challenging and need to move smoothly from Primary (Grades 1–4) to GSE (Grade 5–9) while allowing those who cope well at this level further practise and reinforcement of their learning. This also facilitates the cognitive and linguistic leap from A2 to B1 mentioned above.
- **Exit level:** Following the considerations mentioned above, and a suggested model below, exit level is placed at CEFR B1 level, i.e. B1+.

For example:

	Primary				Lower Secondary					Upper Secondary	
Grade	1	2	3	4	5	6	7	8	9	10	11
CEFR level	Pre-A1	A1	A1	A1+	A2	A2	A2	A2+	B1	B1	B1+
Breakdown of CEFR levels		low	mid	high	low	mid	mid*	high	low	mid	high

*A2 mid in Grade 7 is a revised level to extend and support language learning

iv. Curriculum framework

The curriculum framework outlines the objectives to be achieved by the end of each school year. The objectives should be organised by language skill, in the order of Listening, Speaking, Reading, Writing. These skills should be broken down into subskills, which link sets of COs across all school years where appropriate. The framework should state the CEFR level targets to be attained at each grade level, beginning at CEFR Pre-A1 level.

For further details, see information in the curriculum framework outline document (Output 4).

v. Syllabus

A syllabus for each grade needs to be included in the curriculum document, appended to it or published alongside it. It should provide the recommended minimum content of learning at each year level in terms of:

- Topics and themes
- **Text types** (oral and written)
- Grammar and language functions to be taught
- **Pronunciation** targets (phonology)
- **Core vocabulary** (word list by topic/word class/alphabetically/receptive–productive knowledge where relevant). Note that this should not be an exhaustive list; teachers should be actively encouraged to build on this in areas which are relevant to their learners.
- **Literacy** skills and targets (where relevant, i.e. primary)
- Other transferable real-world skills, as relevant

The curricular objectives should be in coherence with the syllabus in that the syllabus explains the content that is taught in order to meet the curricular objectives. If the COs outline the ‘how’ of language use, then the syllabus outlines ‘what’. Similarly, the syllabus should reflect and be reflected in the core course material (textbook). It should be developed alongside the course material, although not driven or completely shaped by it. Teachers

should be encouraged to go beyond the syllabus where possible to meet the needs of their learners by adapting and supplementing course material.

vi. Learning materials

The core course material (textbook) should be specified here, including recommended coverage of it at each grade. This should include all elements included in the textbook package such as audio, activity books, digital components, etc.

Recommendations for supplementary materials for classroom use which are widely available in Uzbekistan should also be given, relevant to the age and level at each grade and so on. This may include resources for teachers to use and for learners to use, such as graded readers, magazines, comics or reference books in English. Links to web-based resources are useful, although will need regular checking and updating. These are more useful when the document is accessed digitally.

Recommendations for classroom resources need also to be suggested here, such as dictionaries, age-specific resources such as flashcards, toys, props, games equipment, stationery, and so on. Key ICT equipment (hardware and software) might also be recommended.

These recommendations will support schools as they try to equip their classroom with suitable resources and facilities.

vii. Scheme of work

Success in curriculum reform depends on the implementation of the curriculum in the classroom, which in turn allows for successful learner outcomes in aligned assessment. Appended, or perhaps in a separate document, a detailed Scheme of work (SoW) for each grade separately is strongly recommended to enable teachers implement the curriculum successfully. The SoW is a key document which supports the intended curriculum to be as close as possible to the implemented curriculum, as it is the link between the framework, learning materials and the classroom. Teachers will use this document to plan their lessons and lesson sequences, and it allows them to monitor their learners' progress towards the COs through formative assessment in the classroom.

A SoW will provide a **lesson-by-lesson or week-by-week breakdown** of lessons for the academic year. For each lesson (or week), the following detail may be included, see Appendix A for a suggested lesson template. This is not an exhaustive list; it may include other elements based on the particular needs of teachers in Uzbekistan:

- **Curricular objectives for each lesson/week:** This helps to guide the teacher when planning learning objectives and/or outcomes for each lesson. It also ensures that all COs are covered during the year. Having more than one CO can illustrate the importance of integrating skills in a lesson and help move away from grammar-oriented teaching.
- **Learning materials:** Textbook materials (page & activity numbers, for example) should be specified. It should be made clear to the teachers how textbook materials align with the COs for each lesson/week and support steady progress through the coursebook and/or a focus on key content in the coursebook to be covered. Supplementary materials can be suggested here too and teacher-made materials can be directed. Other key resources can be identified to help the teacher plan and prepare for lessons.

If more than one textbook series is available, we recommend selecting for the scheme of work the title that best meets textbook evaluation criteria (see Appendix B). Applying vetted and standardised materials to teaching and learning in a reform project is more likely to result in change and shift in teacher development and adoption of new teaching methods.

- **Lesson procedure/activities:** A suggested procedure for each lesson could be given, or suggested activities to support achieving the learning set out by the COs for that lesson/week.
- **Language focus.** This could be outlined, where relevant, to support the integration of skills and language.
- **Formative assessment:** Teachers can be directed towards suitable formative assessment opportunities during teaching, both planned and unplanned.
- Other information related to skills not covered by the COs could be included or detail which would be expected and/or valuable to teachers when planning lessons.

The SoW itself serves a secondary function as a tool for in-service professional development as it allows teachers to work with pedagogical information about teaching and learning and to see examples and models of good practice on a daily/weekly basis. By allowing teachers to work with a SoW to plan lessons and sequences of lessons, rather than providing set lesson plans, teachers will need to think critically about how to plan lessons for their own learners based on the given information, and will need to undertake reflective practice.

A SoW will also bring a certain degree of standardisation and common practice among teachers across the country, which in turn feeds into improved assessment outcomes in nationwide standardised assessments and international programmes such as PISA, as desired (see baseline study, Output 1), assuming nationwide assessments are developed which align to a renewed curriculum framework.

viii. Assessment strategy

Reforming the curriculum, teaching and learning will not be complete, or indeed successful, without evaluating and reforming assessment. By assessment here we mean formative and summative, daily formal/informal, teacher or school-developed and standardised high-stakes assessments (e.g. Grade 9 and 11). Once the new curriculum framework is in place, the national assessments will need to be revised to ensure they are fit for purpose and aligned to the new curriculum. Key findings from the baseline report should be noted, specifically weak student performance, existing gap between school exit level and higher education entry requirements. New standardised assessments in key grades would need to focus on and address these findings.

Improved assessment practices during learning (formative assessment) and at key points during the school year (summative assessments) are crucial to enabling the successful implementation of the new curriculum. Although curriculum documentation is not necessarily the place to provide detailed assessment information or samples, assessment strategy should be outlined and explained to teachers, especially if reform will result in adopting more rigorous assessments for Grades 9 and 11.

The assessment strategy should focus on:

- assessment of progress towards and achievement of curricular objectives
- both summative and planned formative assessment, clarifying the difference
- strategies for assessing learning such as portfolio assessment, quizzes, projects, etc.
- strategies for assessing the language skills
- self and peer-assessment
- giving feedback
- acting on the results of formative assessment
- standardised assessment (end of level), where necessary
- sourcing material for assessed tasks and activities.

ix. Glossary

Key terminology needs to be defined to make the document, including the COs, accessible and, therefore, usable.

Other points to consider

The documentation should be available in English, Uzbek and Russian. Translations should be reviewed by ELT specialists to ensure that they are appropriate and published professionally in the same way as the original documents.

It should be made publicly available – a shortened or simplified version might be more suitable for public consumption, for example parents and other community stakeholders in education, who may in turn influence students in terms of motivation, provide extra-curricular support and so on. This is especially true given the large portion of students who are enrolled in private language classes by their parents due to perceived disparity between the quality of teaching in schools and that in private language institutes (as found in the baseline study, Output 1). A greater degree of parental confidence in language teaching in schools may go some way to resolve this issue. Further, this may also help resolve the concern noted in the baseline report that teaching is viewed somewhat negatively as a profession in Uzbekistan, which hinders the recruitment drive to fill a very large number of vacancies in ELT.

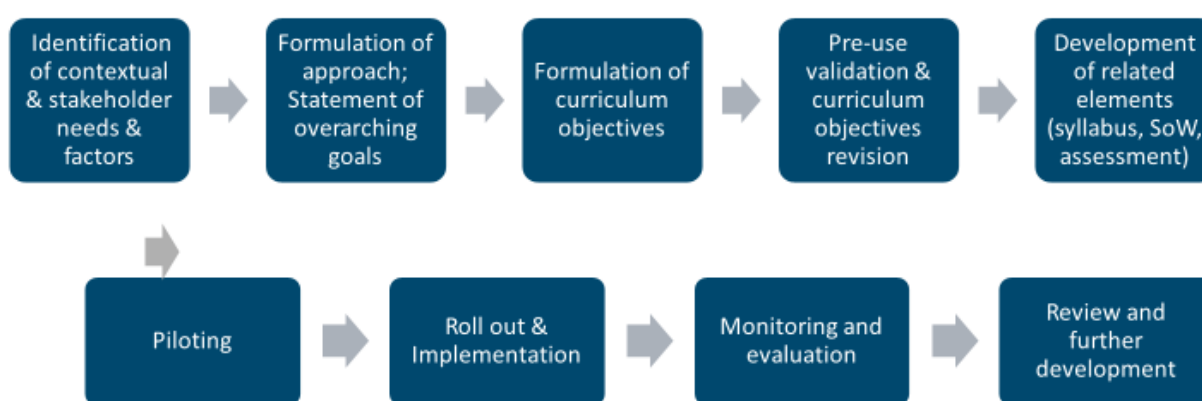
4. PROCESSES AND PHASES IN CURRICULUM REFORM

This section introduces the key steps in the reform process from the initial collection of information on needs and context to the monitoring, evaluation and review of the implemented curriculum phases. As such, the process spans a few years. Suggested timelines are also given.

A number of steps in the reform process can be identified. Each is explained in more detail below:

1. Curriculum reform process

Design, validation, implementation, review and re-development



Reform process discussed during workshop 3 (Output 2), revised

i. Stage 1: Information gathering

4.1.1 Identification of contextual and stakeholder needs and factors

This initial stage relates to collection of information through extensive surveying as part of a needs and situation analysis. This will inform all stages of the reform process. At this stage, the steps below are needed.

Critical question: *Is it sufficient to update the existing framework, or should an entirely new framework be developed?*

Evaluation of current curriculum for English to identify its strengths and weaknesses. A criterion-based evaluation of the underpinnings and their actual realisation in the curriculum framework is required, for example the claim that it supports teaching of language competencies rather than language as subject knowledge, or the quality of the alignment to the CEFR.

The curricular objectives should also be carefully checked by applying validation techniques

discussed during workshop 2 (Output 2) to identify completeness and appropriacy of coverage of each skill (language and other skills), clarity, consistency and progression across grades, age and CEFR-level match, and so on.

The documentation should be checked for inclusion of all desired elements (see Section 3 above), its clarity and appropriateness for its readership and so on.

Critical question: *What factors need to be considered in identifying local principles to underpin a curriculum framework for English in Uzbekistan?*

4.1.2 Gathering of needs and wants from stakeholders.

Information relating to any requirements, constraints, political or pedagogical viewpoints, potential support (including financial and for physical resources as necessary), and so on, may be gathered from public and private institutions and bodies, such as:

- Ministry of Public Education (National level)
- Local/Regional education authorities and schools inspectorate
- Assessment bodies (e.g. State Testing Centre)
- Development partners, NGOs etc
- Higher education institutes
- Teacher training institutes (pre- and in-service)
- School leadership
- Teachers
- Learners
- Parents
- Community

This can be achieved using a number of data collection tools such as questionnaire and survey, focus group, interview, classroom observation, review of learners' work in the classroom, assessment outcome (formal and informal), and so on.

ii. Stage 2: Development of curriculum framework

4.2.1 Formulation of approach; Statement of overarching goals

At this stage, a statement of approach needs to be developed. This should be written so that it is accessible to all stakeholders. A glossary of terms should be developed at the same time. Overarching goals should be articulated.

The drafting process can begin during Stage 1, with the outcomes of this stage informing later drafts.

4.2.2 Formulation of curriculum objectives

Following a decision on the adaptation or replacement of the current (2013) curricular objectives, new or updated objectives need to be drafted. In order to arrive at a coherent set of objectives at each level which are consistent in terms of style as well as content, tight collaboration among writers and multiple drafts will be needed.

Please see the curriculum overview document (Output 4) for more detail about this.

Note that carrying out Stage 1 will not only benefit the development of the new curriculum, it can also help explain to teachers why the curriculum has changed and how. This information can help increase teacher support for the national reform efforts and adopt new instruction methods.

iii. Stage 3: Pre-use validation and curriculum objective revision

At this stage, the curriculum objectives should be checked. Validation can be done using different techniques which aim to reveal problems with the objectives in terms of their focus, their organisation and their wording. In particular, validation can check that objectives sit accurately within a skill or subskill, are worded appropriately to ensure smooth progression in development of subskills across all grades, fit the CEFR level descriptors, clear for the teachers to understand and are worded consistently.

Validation activities can include matching, categorising and ordering objectives using digital tools such as Microsoft Excel or comparative judgement on www.nomoremarking.com/. It is important that this process is led by specialists in ELT curricula and to utilise the learning and expertise which the national curriculum team possesses.

The validation outcome is expected to be the revised grids of all curriculum objectives across all grades.

iv. Stage 4: Teaching and learning materials; Development of related elements (syllabus, schemes of work, assessment)

4.4.1 Development of syllabus and schemes of work

Once the standards are agreed, other elements can be developed. These should all be closely aligned so that they work around the curriculum objectives laid out in the curriculum framework. Note that failure to do this will risk the success of curriculum implementation in the classroom and learner outcomes in assessment.

A syllabus will be informed by the course material for each grade, but should not be limited to it, as mentioned above. The scheme of work document should then be developed based on the curriculum framework, the syllabus and the textbook to illustrate how to incorporate these three elements into lesson planning and, therefore, in the classroom. The scheme of work is a key element which will facilitate the link between the curriculum and classroom practice.

This development activity might be done by English language teaching (ELT) specialists, the curriculum reform team or ELT specialist development partners. It could be undertaken year by year, working at a particular grade level in the year preceding rollout of that grade, or all documentation could be prepared at once before the rollout process begins. Note that the latter is presented in the chart below in Section 4.6.1 (marked with *). Please note that working year by year would shorten this stage by a month or so and would involve a smaller team of developers. While this model would allow for improvements to the documentation based on experience and feedback, it risks resulting in inconsistencies across grades over the years.

Note that the development schedule adopted by the Ministry of Public Education may vary and adopt elements from both schedules described above. For example, develop the syllabus and schemes of work for Grades 1, 5 and 10, pilot them, revise documentation and then develop all remaining syllabi and schemes of work. A further detailed schedule of

development activities should be discussed and agreed based on resource and timelines.

4.4.2 Development or adoption of textbook

A textbook may already be in place or be recommended. This should be reviewed to assess fit with the curriculum approach, goals and objectives. If no textbook is in place, or if the recommended textbook diverges too far from the curriculum, new textbooks will need to be sourced or written. Those which already align to the CEFR should be considered first. Textbooks should be evaluated against a clear set of criteria, which cover curriculum fit, appropriacy for context, and level of teacher support, see Appendix B (textbook evaluation criteria).

Mapping the activities in the course material (textbook and any required supplementary materials) to the curriculum objectives will be a necessary step. This entails identifying textbook activities that address the intended learning set out in the COs in order to ensure balanced coverage of all COs over the academic year, supplementing or adapting textbook material where there is a lack or misalignment. Extra support for this should be provided in the scheme of work.

4.4.3 Development of assessment strategies

It is expected that the textbook (Teacher's Book) will include some tips for teachers to apply with their students. It is important, however, to ensure that assessment activities are planned and address the curriculum objectives. Support in this regard can be provided in the scheme of work as further assessment methods may be required in a lesson or sequence of lessons.

Assessment support can include suggestions to help teachers with formative assessment (what, how, feedback, follow up action), longer term assessment such as portfolio or projects, managing assessment activities (self and peer assessments). These examples and methods can help provide teachers with a rich and practical resource that can help them improve their instruction and support their students in their learning journey.

Information on standardised summative assessment (at school or national levels) should be included in separate documentation, including test specifications, exam administration and sample papers.

v. Stage 5: Pilot phase

A trial run of the curriculum framework is advisable. Ideally, this would begin at the beginning of an academic year so that it could trial a complete grade level for one full cycle, including end-of-year assessment.

The pilot can be done using one grade or the first grade of each school level, e.g. Grade 1, Grade 5, Grade 10. It should involve use of all curriculum elements.

Pilot schools and teachers will need to be identified, trained and supplied with resources. During and at the end of the pilot phase, monitoring and evaluation is essential, and the findings of these activities will feed into the development of supporting documents for subsequent grades and any modifications to the curriculum framework.

Monitoring and evaluation can be done through data gathering from all stakeholders such as surveys, focus groups, interviews, classroom observation, analysis of learner outcomes and assessment. This might be done by the curriculum reform team or it could be outsourced to

development partners.

vi. Stage 6: Review and development (as part of pilot)

4.6.1 Review and development

The findings from the monitoring and evaluation activities during and at the end of the pilot phase can be used to inform final modifications to the curriculum framework. Changes may be made to the documentation and other elements used in the pilot, before being rolled out nationwide.

During this time, information from the monitoring and evaluation of the pilot can also inform the design of grades still under development.

YEAR 1													YEAR 2	YEAR 3
Month	1	2	3	4	5	6	7	8	9	10	11	12		
1: Information gathering														
2: Framework development														
4: Validation & review														
3: Supporting documents														
5: Piloting														
6. Review & development														
7. National rollout [see below]														

4.6.2 Relationship building

Key governmental and institutional stakeholders need to be informed and brought up to date and on board. These include pre-service and in-service training institutions and the State Testing Centre (or equivalent).

vii. Stage 7: Rollout and implementation

4.7.1 Staggered rollout

The chart below shows suggested timing for the national rollout.

		Primary				Secondary					Upper Secondary	
		G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11
2022												
2023												
2024												
2025												

Key	
	Pilot stage
	Initial implementation of new curriculum
	Initial implementation of new curriculum with high stakes assessment
	New curriculum already introduced; Monitoring and Evaluation
	Teacher curriculum induction training and preparation in schools

In this staggered model, the curriculum framework is rolled out in stages. This allows for adequate induction training for teachers, year group by year group, during the year preceding the rollout. Similarly, it allows time for schools to prepare, and spreads any financial cost implications across different annual budgets. Lastly, it allows for a cycle of monitoring and evaluation and development of processes and products as a result of that.

It is very important to plan for and provide support to teachers and students who will have to transition from the old to the new curriculum, in particular Grade 9 in the above model.

4.7.2 Training

Training teachers to implement the curriculum framework is a critical step. This can be done through cascade training, so that a group of local ELT professionals from each region are inducted through national-level training and trained to cascade this induction. These trainers then deliver training in their regions, perhaps to a further set of people who deliver the final stage of cascade to the teachers in their districts. At each stage, training needs to be monitored to ensure key messages are not lost. The quality of the top-level training is central to the success of this model of cascade training.

Cascade training needs to be done before rollout of each grade.

4.7.3 Public relations

Around the time of the rollout, public relations need to be managed.

viii. Stages 8 and 9: Monitoring, evaluation and further development

During the initial phases of implementation focused, systematic and intensive monitoring and evaluation activities should be undertaken. These will inform further changes, as mentioned above.

Similarly, the curriculum framework, once in place, needs to be reviewed periodically in order to be updated, for example 3 to 5 years after full implementation.

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APPENDIX 1: SAMPLE TEMPLATE FOR A SCHEME OF WORK

Textbook Unit [1 / 2 / 3 etc]

WEEK: [1 / 2 / 3 etc]	LESSON No: [1 / 2 / 3 etc]	MAIN LANGUAGE SKILL FOCUS: [Listening / Speaking / Reading / Writing]	NON-LANGUAGE SKILL FOCUS: [e.g. 21 st century / digital / intercultural / interpersonal]
	TOPIC: [from syllabus]	TARGET LANGUAGE: [from syllabus & textbook, as appropriate, e.g. grammar / function / vocabulary]	

CURRICULUM SKILL AREA	CURRICULUM OBJECTIVE	LEARNING OUTLINE	MATERIALS & RESOURCES	FOCUS ON THE LEARNER
Main Skill* [Taken from curriculum framework]	Main Skill [Taken from curriculum framework]	Lesson opening: Learner activity for warming up, scene-setting and needs assessment.	Textbook page and activity numbers (from Student's Book and Teacher's Book) Supplementary materials Additional resources	DIFFERENTIATION STRATEGIES [Suggested strategies to differentiate learning to meet diverse needs of learners in the class]
Complementary Skill [Taken from curriculum framework]	Complementary Skill [Taken from curriculum framework]	Main lesson: Learning activities and tasks to build learning. Clear explanation to teachers to show how learning activities address the main and complementary skills.		FORMATIVE ASSESSMENT OPPORTUNITIES [Suggested techniques for monitoring learning progress, giving formative feedback; opportunities to gather information for planned formative assessment, where appropriate]
		Lesson closure: Learner activity to review, consolidate and for formative assessment.		

*It is recommended to have one main skill per lesson and one or two complementary skills.

APPENDIX 2: Textbook Evaluation Criteria

1. Curriculum fit

- 1.1. Aligned to the CEFR
- 1.2. Based on Communicative Language Teaching approach
- 1.3. Fit to timetable – pace
- 1.4. Engaging, fun and visually appealing
- 1.5. Contemporary / not dated

2. Appropriacy for context

- 2.1. Age appropriacy (topics, activity types, approach to grammar etc (cognitively appropriate)
- 2.2. Level of challenge
- 2.3. Cultural appropriacy
- 2.4. Need for digital / balance of digital & face-to-face learning materials

3. Level of teacher support

- 3.1. Clear links to curriculum framework
- 3.2. Provides additional resources / materials
- 3.3. Level of support / appropriacy for different teacher profiles (e.g. more / less experienced)
- 3.4. Support / opportunities for mixed ability / differentiation
- 3.5. Support to teach learners with specific needs
- 3.6. Cross-curricular links
- 3.7. Preparation for assessment

APPENDIX D: UZBEKISTAN NATIONAL CURRICULUM FOR ENGLISH REFORM: CURRICULUM OVERVIEW

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1. INTRODUCTION

This curriculum overview document outlines the recommended structure for the documentation containing the national curriculum for English language in Uzbekistan. It includes guidelines for content areas as well as appended or additional content that may be added to it. It is intended for an audience of key project stakeholders including the newly appointed national curriculum reform team, who participated in the capacity-building workshops.

Three versions of the curriculum documentation should be developed:

- **Primary English curriculum (for Grades 1–4)**
- **Secondary English curriculum (for Grades 5–9)**
- **Upper Secondary English curriculum (for Grades 10–11)**

The documentation should be translated by specialist translators so that it is published in English, Uzbek and Russian.

It would be useful to build a web-based platform which provides access to all the key and supporting documentation for all educational levels. All curriculum documentation should be made available to relevant stakeholders on paper, together with clear instructions to schools for its dissemination to all English teachers. This should be in addition to any personal copies teachers may use during curriculum induction training.

The main curriculum documents (three versions as above) should each comprise seven sections and be accompanied by relevant appendices or supporting documents. These are given in Section 2.

2. CURRICULUM FRAMEWORK MAIN SECTIONS

Elements marked (*) to be common across all three versions (Primary, Secondary, Upper Secondary).

Section 1. Introduction*: This section briefly outlines the background to the curriculum reform and explains what can be found in this curriculum document and why. It should also draw attention to supporting documentation and explain both its intended purpose and who the intended users are.

Section 2. Approach*: This should give clear information about the approach to language learning and teaching adhered to by the curriculum. It should be written for a non-expert readership so that all users can follow and understand it clearly and in the same way, regardless of their level of pedagogical knowledge. This may include teachers, school principals and administration, trainers, materials developers and other stakeholders who may need to work with this document, but who may not have a full understanding of current pedagogy. Any key terms should therefore be explained and glossed. These include terms noted in the delivery strategy (Output 3) such as ‘curriculum framework’, ‘curriculum objectives’, ‘syllabus’, so that there is greater shared understanding of the role of each of these in teaching, learning and assessment, and less of a risk that teachers view the textbook alone as the curriculum.

Section 3. Goals*: Overarching curriculum goals should relate directly to the approach (Section 2) and be stated clearly.

Section 4. CEFR alignment*: This section should open with a very brief **explanation** of what the CEFR is and **why it is suitable** as a framework for English language teaching in Uzbekistan. The alignment of grades to CEFR levels should be presented in a **table showing the progression** from Grade 1 up to Grade 11. The following suggested progression is provided in the delivery strategy document (Output 3):

	Primary				Lower Secondary					Upper Secondary	
Grade	1	2	3	4	5	6	7	8	9	10	11
CEFR level	Pre-A1	A1	A1	A1+	A2	A2	A2	A2+	B1	B1	B1+
Breakdown of CEFR levels		low	mid	high	low	mid	mid*	high	low	mid	high

*A2 mid in Grade 7 is a revised level to extend and support language learning

Section 5. Curriculum objectives (COs): These state the **learning targets to be attained by the end of each specified grade**. The section can begin with a brief explanation and rationale to explain the thinking behind the curriculum objectives.

The COs themselves should be **presented in a series of grids** so that the different grades in primary, lower secondary and upper secondary can be seen in each version. Please see an example grid in Appendix A. A **separate document** should be compiled which has all of the curriculum objectives from Grades 1–11 to show complete progression; this should be made easily accessible to all stakeholders, especially English teachers at all levels (e.g. added as an appendix in all curriculum framework versions).

Curriculum objectives might be referred to as 'curriculum standards', in which case all related documentation needs to use this term as well. Consistency is very important.

In order for COs to function as standards for learning which are **easily implemented** in the classroom and can be **assessed effectively**, a number of factors should be kept in mind when developing sets of objectives, based on the curriculum delivery strategy document (Output 3):

- Curriculum objectives should **reflect the approach** of the curriculum, i.e. they should focus on **learner competence** (not teacher action or classroom activities).
- They should focus on what the learner can do with language and may be expressed as *Can Do* statements.
- They should be **aligned to the CEFR** level specified at each grade.
- COs should be **organised by language skill**, and appear in the order of: Listening, Speaking, Reading, Writing. This respects the generally recommended standard order of skills, moving from receptive to productive and oral to written. It should be highlighted, however, that this approach does **not** imply a separation of skills in classroom teaching.
- Each skill will be broken down into **subskills (skill areas)**. Subskills are the micro skills which we employ when using and making sense of language, for example: *Listening for specific detail*. They may also include **literacy skills** and **phonemic awareness** at lower levels and more **academic skills** at higher levels. Further example subskills are listed in Appendix B. Note that this is a non-exhaustive list. Note, too, that not all skills will be relevant at all levels as some are more suited to a higher/lower level of competency or cognitive skill. Note that some skills which may seem suited only to higher levels or older students can very usefully be introduced in a simple form at lower levels/with younger students, e.g. thinking skills, planning skills).
- There will be **one or more sets** of COs for each selected skill area.
- **Real-world transferable skills**, including **21st century skills**, **cross-curricular skills**, can be integrated into the COs, possibly as additional areas for each skill².
- The COs should be **short, concise** and **concrete**, focusing on a single skill area at one time.
- They should be **specific** enough to be assessable yet **generic** enough to be applicable in all classrooms through different classroom activity.
- They should **not overlap** in focus.
- An **example** language function, topic, text type etc. could be included to clarify a CO, but this must be kept to a bare minimum. The reader can refer to the syllabus

² A useful reference is Cambridge Life Competencies Framework www.cambridge.org/clcf

for this information.

- There should be **clear, logical, smooth and coherent progression** in the development of the skill areas from the beginning to the end (Grades 1–11), where relevant, within and between the levels (Primary, Secondary, Upper Secondary) so that a learner is taken on a single learning journey from the beginning of Grade 1 all the way to the end of their schooling.
- **Progression** can occur in the following ways:

Level of...	From...		To...		
Complexity	Simple		complex		
Length	Short		long		
Support	with support		independently		
Cognitive challenge*	LOTS; concrete		HOTS; abstract		
Range	Narrow		wide		
Frequency	High		low		
Familiarity	very familiar and personally relevant		unfamiliar, academically relevant		
Text level	letter & sound level	word level	phrase level	sentence level	discourse level

*Refers to Bloom's Taxonomy of thinking skills (see: www.bloomstaxonomy.net for more detail).
 LOTS = Lower Order Thinking Skills (e.g. remembering, understanding, applying)
 HOTS = Higher Order Thinking Skills (e.g. analysing, evaluating, creating)

- Progression should be **age appropriate** by reflecting the **developmental stage** and **real lives** of students at particular ages.
- Curriculum objectives should be **numbered** so that they can be managed, referred to and found when developing and using supporting documentation, processes (e.g. assessment) and lesson planning.

Section 6. Assessment strategy: This section should outline assessment strategy. It should briefly explain **how (and why) curriculum objectives can be assessed** both **formatively (progress towards the objectives)** and **summatively (achievement of the objectives at the end of the school term or year)**. Teachers should be encouraged to use planned and unplanned formative assessment in their classrooms at all levels as **a part of the teaching, learning and assessment cycle**. Examples might be given of different assessment techniques, but readers should be referred to specific assessment guidelines outside the curriculum document.

Section 7. Glossary. Any specific or problematic terminology used in the document should appear in a glossary of terms, whether in English, Uzbek or Russian language. A separate glossary or explanatory section should cover the curriculum objectives.

3. SUPPORTING DOCUMENTATION

Supporting documentation should be supplied either as appendices to the main curriculum document or attached to it.

The following supporting documentation is considered essential for the successful implementation of the new English language curriculum framework. All supporting elements should be closely aligned to the curriculum framework and to each other in order to support teachers in their use in the classroom for teaching, learning and assessment. Where documents are missing or lack adequate detail or explanation, there may be a risk to implementation.

- **Syllabus** for each grade level, which describes content in terms of topics, grammar, functions, vocabulary, and so on. Please refer to the delivery strategy (Output 3) for details.
- **List of learning materials and resources** for each grade level including textbook, recommended supplementary resources and materials, recommended equipment, and so on. This list can be referred to by teachers when planning lessons, but should also be noted by schools so that they can acquire supplies of materials, resources and equipment.
- **Textbook** copies should be distributed to schools in plenty of time ahead of rollout. This includes adequate copies of the Teacher's Book to provide one copy per English teacher at each grade and sufficient numbers of Student's Books and additional resources in the textbook package such as CDs, videos, workbooks, flashcards and so on.
- **Scheme of work** for each grade level. This should outline what to teach and how to teach it to ensure that the curriculum, syllabus, textbook and other materials are aligned, delivered and appropriately assessed. Please see delivery strategy (Output 3) for details.

APPENDIX 1: EXAMPLE GRID OF CURRICULUM OBJECTIVES FOR SPEAKING (GRADES 1-4)

2. Speaking Learners can...					
Skill area	Subskill	Grade 1	Grade 2	Grade 3	Grade 4
		Pre-A1	Low A1	Mid A1	High A1+
2.1 <i>Communicating personal and non-personal information</i>	Communicate simple information about themselves	[example curriculum objective] <i>G1.2.1.1 Give very basic information about themselves using words and fixed phrases with support</i>	[example curriculum objective] <i>G2.2.1.1 Give simple personal information about themselves using phrases and basic sentences with support</i>	[example curriculum objective] <i>G3.2.1.1 ask about and give personal information about themselves with support</i>	[example curriculum objective] <i>G4.2.1.1 ask about and give personal information about themselves with some support</i>
	Describe people and objects	<i>G1.2.1.2</i> [Insert curriculum objective]	<i>G2.2.1.2</i> [Insert curriculum objective]	<i>G3.2.1.2</i> [Insert curriculum objective]	<i>G4.2.1.2</i> [Insert curriculum objective]
	[Insert sub-skill]	<i>G1.2.1.3</i> [Insert curriculum objective]	<i>G2.2.1.3</i> [Insert curriculum objective]	<i>G3.2.1.3</i> [Insert curriculum objective]	<i>G4.2.1.3</i> [Insert curriculum objective]
2.2 <i>Communicating experiences, feelings, opinions and ideas</i>	Express likes, dislikes and preference	<i>G1.2.2.1</i> [Insert curriculum objective]	<i>G2.2.2.1</i> [Insert curriculum objective]	<i>G3.2.2.1</i> [Insert curriculum objective]	<i>G4.2.2.1</i> [Insert curriculum objective]
	Express basic feelings and emotions	<i>G1.2.2.2</i> [Insert curriculum objective]	<i>G2.2.2.2</i> [Insert curriculum objective]	<i>G3.2.2.2</i> [Insert curriculum objective]	<i>G4.2.2.2</i> [Insert curriculum objective]
	[Insert sub-skill]	[Insert code & curriculum objective]	[Insert code & curriculum objective]	[Insert code & curriculum objective]	[Insert code & curriculum objective]
2.3 <i>Communicating in the classroom</i>	Ask the teacher for help or attention	<i>G1.2.3.1</i> [Insert curriculum objective]	<i>G2.2.3.1</i> [Insert curriculum objective]	<i>G3.2.3.1</i> [Insert curriculum objective]	<i>G4.2.3.1</i> [Insert curriculum objective]
	[Insert sub-skill]	[Insert code & curriculum objective]	[Insert code & curriculum objective]	[Insert code & curriculum objective]	[Insert code & curriculum objective]

<i>2.4/2.5 etc</i> <i>[Insert skill area]</i>	<i>[Insert sub-skill]</i>	<i>[Insert code & curriculum objective]</i>	<i>[Insert code & curriculum objective]</i>	<i>[Insert code & curriculum objective]</i>	<i>[Insert code & curriculum objective]</i>
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APPENDIX 2: EXAMPLE SUBSKILLS

This is a exemplar, non-exhaustive list of language sub-skills that can be included in an English language curriculum framework. The list is not age-specific, and does not include additional skills such as literacy, thinking, planning or academic skills.

LISTENING

Recognising letters, matching text to meaning	<i>Recognise letters, words, word boundaries; identify stressed words; identify meaning/attitudes suggested by intonation</i>
Listening for main ideas	<i>Identify, understand and evaluate main ideas from a conversation or monologue; distinguish these from detail</i>
Listening for details	<i>Identify and understand important details from a conversation or monologue; understand the functions of details, and the relationships between them</i>
Feelings and opinions	<i>Understand stated feelings and opinions</i>
Speaker's purpose	<i>Understand stated or implied purpose</i>
Organisation and development of ideas	<i>Understand signposting language to follow development of ideas</i>
Stylistic features	<i>Recognise formal and informal language, and stylistic features of conversation</i>
Hypothesising about meaning	<i>Deduce meaning using contextual clues; predict ongoing content from the situation/text; know when to ignore unfamiliar vocabulary</i>
Managing interaction	<i>Indicate comprehension; check comprehension using questions, paraphrasing or summary; ask for further information or clarification</i>
Using resources	<i>Select and use online listening resources and recorded materials (e.g. from coursebook CDs)</i>
Critical evaluation	<i>Critically evaluate and provide personal response to statements or talks</i>
Listening for pleasure	<i>Listen for pleasure or information, e.g. videos, songs, audio books, new programmes, podcasts</i>

SPEAKING

Communicating personal and non-personal information	<i>E.g. people, places and objects; appearance and personality; wants and needs; ability; place, number, cost, time and colour; everyday actions; instructions and directions; hobbies and interests; future plans; dreams and ambitions; health; processes and procedures; education, jobs and lifestyle</i>
Communicating experiences, feelings, opinions and ideas	<i>E.g. events and experiences; likes and dislikes; feelings and opinions; advice and predictions; explaining emotions; seeking others' opinions; polite agreement and disagreement; advantages and disadvantages; coherent/justified arguments</i>
Communicating in real world (everyday) situations	<i>E.g. greetings, goodbye, thank you; introductions; buying and prices; offering and responding to offers and suggestions; permission; apologies; invitations; offering/accepting/declining help; making arrangements; expressing preferences; comparisons, contrasts and conclusions; complaints and criticism; congratulations and commiserations</i>
Negotiating classroom tasks	<i>E.g. asking for help; taking turns; inviting others to speak; showing interest</i>
Speaking to a wider audience using own and others' ideas	<i>E.g. introductions; narrating stories and events; giving presentations</i>

READING

Reading for main ideas	<i>Identify, understand and evaluate main ideas from a text; distinguish these from detail</i>
Reading for details	<i>Identify and understand important details from a text; understand the functions of details, and the relationships between them</i>
Feelings and opinions	<i>Understand stated feelings and opinions</i>
Writer's purpose	<i>Understand stated or implied purpose</i>
Organisation and development of ideas	<i>Understand signposting language to follow development of ideas</i>
Text layout	<i>Recognise and use text layout features to help understanding, predict source and purpose</i>
Stylistic features	<i>Recognise formal/informal language and features such as irony, metaphor, personification and simile</i>

Hypothesising about meaning	<i>Deduce meaning using contextual clues; predict ongoing content from the situation/text; know when to ignore unfamiliar vocabulary</i>
Reading techniques	<i>Know alphabet; awareness of when to use particular techniques, e.g. when to scan a text for specific information/general topic</i>
Using resources	<i>Use dictionaries, search engines, contents pages / indexes</i>
Critical evaluation	<i>Critically evaluate and provide personal response to a text; compare multiple texts; use supporting evidence</i>
Reading for pleasure	<i>Read for pleasure and information, e.g. fiction, graded readers, newspapers, magazines, websites</i>

WRITING

Narrating and recalling	<i>E.g. describing experiences and events; narrating stories; describing people, places and objects; summarising a plot; reviewing a story or plot</i>
Acting and reacting	<i>E.g. making and accepting offers and invitations; agreeing and disagreeing; making arrangements; describing feelings and emotions; greetings</i>
Informing and explaining	<i>E.g. expressing likes and dislikes; giving instructions and directions; rules and obligations; explaining information found in graphs and charts; explaining and describing ideas/an argument; paraphrasing an argument or idea</i>
Coherence and cohesion	<i>E.g. using conjunctions and linking devices; ordering a text; linking ideas in a text; using substitution and ellipsis</i>
Spelling, punctuation and layout	<i>E.g. following the layout conventions for different types of text; accurate spelling; using punctuation appropriately</i>
Thinking, planning and researching	<i>E.g. using different methods to plan writing, for example, creating a table or mind map to plan ideas for writing; choosing the appropriate language and register; using external data sources in writing</i>
Drafting, editing and proofing	<i>E.g. checking a draft; rewriting a first draft based on feedback; editing to reduce text length, improve clarity</i>